

# DARUSSALAM: Scientific Journal of Islamic Education

DARUSSALAM: Scientific Journal of Islamic Education

Volume 1 (2) 83 – 89 December 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/darussalam>

## Improving Students' Conceptual Understanding of SD Negeri 10 Tarung Tarung Utara in Islamic Education Learning Using Discussion Methods

Pebrina ✉, SD Negeri 10 Tarung Tarung Utara, Indonesia

✉ [pebrinanst5@gmail.com](mailto:pebrinanst5@gmail.com)

**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using the discussion method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the discussion method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 49.71%, the first cycle 69.19% and in the second cycle it increased to 91.31%. Thus, the use of the discussion method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Conceptual understanding, discussion methods, islamic education.

**Received** August 13, 2024; **Accepted** October 5, 2024; **Published** December 31, 2024

**Citation:** Pebrina. (2024). Improving Students' Conceptual Understanding of Elementary School 10 Tarung Tarung Utara in Islamic Education Learning Using Discussion Methods. *DARUSSALAM: Scientific Journal of Islamic Education*, 1(2), 83–89.

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

Education as one of the most important sectors in national development, is used as the main mainstay to function as much as possible in an effort to improve the quality of life of Indonesian people, where faith and piety to God Almighty are the source of motivation for life in all fields (Ihsan, 2011). Zakiyah Darajat, revealed that Islamic religious education is an effort to foster and nurture students so that they can always understand the content of Islamic religious teachings comprehensively, appreciate the meaning of goals that can ultimately practice and make Islam a view of life (Majid, 2015). Therefore, the learning process in schools plays a very important role in determining the quality of education in Indonesia.

Dimiyati and Mudjiono (2015) stated that learning is a teacher's activity programmatically in instructional design, to make students learn actively, which emphasizes the provision of learning resources. In addition, learning can also be interpreted as a process of interaction between teachers and students to increase knowledge and insight through a series of activities that are carried out consciously by a

person and result in changes in themselves, so that positive changes occur, and in the final stage new skills, proficiency and knowledge are obtained. In the learning process, a teacher must be able to direct his students with learning resources so as to achieve the expected goals such as producing quality generations. Efforts to produce quality human resources must be supported by a good and quality learning process. The word learning is a combination of two learning and teaching activities. Learning is defined as a process, action, way of teaching, or teaching so that students want to learn (Susanto, 2013). Thus, to produce good learning, an appropriate method is needed by a teacher so that in the process learning becomes interesting and fun so that students do not quickly feel bored. In this case, a professional teacher is needed.

Islamic Religious Education and Ethics (PAI DBP) in elementary schools has a strategic role in shaping the character and morals of students from an early age. This subject not only teaches religious values, but also guides students to develop attitudes that reflect noble morals in daily life. However, in practice, the challenge that is often faced is the low level of student understanding of the material being taught. This is often caused by learning methods that are less varied and do not involve students actively in the teaching and learning process. At SDN 10 Tarung-Tarung Utara, students' understanding of the PAI DBP material, especially in grade V, is still relatively low. This is reflected in the results of the learning evaluation which shows that most students have not reached the Minimum Completeness Criteria (KKM).

In addition, the lack of student participation in the learning process shows that the learning methods applied have not been able to motivate students to be actively involved and explore the material in depth. One of the learning methods that can be used to overcome these problems is the group discussion method. This method provides opportunities for students to interact, share opinions, and work together in understanding the subject matter. In group discussions, students are encouraged to actively ask questions, explain, and listen to their friends, so that the learning process becomes more interactive and fun. Research shows that group discussions not only improve students' understanding of concepts, but also practice social skills such as cooperation, communication, and responsibility.

In addition, group discussions also allow teachers to facilitate student-centered learning. Teachers not only play the role of informants, but also as guides who help students find solutions to the problems given. With this approach, students are expected to be able to better understand the PAI DBP material in depth and apply it in their daily lives. Based on these problems, this study aims to improve the understanding of grade V students of SDN 10 Tarung-Tarung Utara to the PAI DBP material through the application of the group discussion method. It is hoped that this method can create an active, collaborative, and meaningful learning atmosphere, so that students not only understand the material cognitively, but also internalize religious values in their lives.

## **METHODS**

According to IGAK Wardhani (2011) Classroom Action Research is research conducted by teachers in their own classrooms through self-reflection, with the aim of improving their performance as teachers, so that student learning outcomes increase. The essence of PTK lies in the existence of actions in natural situations to solve practical problems in learning. PTK departs from practical problems faced by teachers/prospective teachers in the classroom. The implementation procedure can begin with situation analysis, action planning, action implementation, reflection, and evaluation of the impact of the action. This procedure can be repeated until the results are obtained according to the expected quality. In this PTK, the researcher uses a class action research procedure in the form of cycles and spirals. The research will be carried out in two cycles where each cycle consists of 4 actions. The PTK design used by the researcher is the Kemmis and Mc. Taggart model design.

This study uses the classroom action research method (PTK) which aims to improve the understanding of grade V students of SDN 10 Tarung-Tarung Utara on PAI DBP subjects through the application of the group discussion method. PTK was chosen because it allows teachers to identify learning problems, design interventions, and evaluate their impact directly in the classroom. This research consists of several cycles that include planning, implementation, observation, and reflection stages. In the planning stage, the researcher designed a learning implementation plan (RPP) that integrates the group discussion method into the learning of PAI DBP. The material taught is adjusted to the needs of students, namely understanding the values contained in the teachings of Islam and ethics. In addition, discussion groups are formed by paying attention to the heterogeneity of students' abilities, so that each group member can complement each other. The researcher also prepared a student worksheet (LKS) that will be used as a guide in discussion activities. The implementation stage is carried out by applying the group discussion method in the classroom.

At the beginning of the lesson, the teacher gives a brief explanation of the material to be learned, then divides the students into small groups. Each group was assigned a specific topic related to the material, and students were asked to discuss it together. Teachers act as facilitators who monitor the course of discussions, provide guidance, and help students who are experiencing difficulties. Observations were made during the discussion process to observe student activities and the effectiveness of the methods applied. The data collected included the level of student participation in the discussion, their ability to understand and explain the material, and the interaction between group members. This observation is carried out by the teacher and assisted by other observers to ensure the accuracy of the data. The reflection stage is carried out after each cycle is completed. At this stage, researchers analyze data obtained from observations, learning outcome tests, and field notes to evaluate learning success. If shortcomings or obstacles are found in the implementation of group discussions, the researcher makes improvements for the next cycle. This reflection aims to ensure that the applied method can continue to be refined until it achieves optimal results. The research instruments used include learning outcome tests, observation sheets, learning motivation questionnaires, and interviews. Learning outcome tests are designed to measure students' level of understanding of the material being taught, while observation sheets are used to observe student activities during learning. The learning motivation questionnaire was used to determine the level of interest and enthusiasm of students, while interviews were conducted to obtain students' input and responses to the applied learning methods. Data analysis is carried out quantitatively and qualitatively. Quantitative data was obtained from the results of tests and questionnaires, then analyzed to see the improvement of learning outcomes and student motivation from cycle to cycle. Qualitative data, derived from observations and interviews, were analyzed descriptively to describe the learning process, student activities, and factors that influenced the success of the group discussion method.

The success criteria in this study are determined based on the improvement of learning outcomes and student motivation. Success indicators are if the average student learning outcome score reaches or exceeds the Minimum Completeness Criteria (KKM) of 75, and if more than 80% of students show active participation in group discussions. The validity of the data is guaranteed through triangulation, which is comparing data obtained from various sources and instruments. This triangulation is carried out to ensure that the research findings are valid and reliable. In addition, the researcher also involves other observers to provide objective feedback on the implementation of the research. Through this research method, it is hoped that the application of group discussions can make a real contribution to improving students' understanding of PAI DBP material, as well as creating an active, collaborative, and meaningful learning atmosphere. This research also aims to provide inspiration for other teachers in developing innovative learning strategies that are in accordance with student needs.

## RESULTS

This research will be focused on grade V students of SDN 10 Tarung Tarung Utara which totals 12 people (2 male students and 10 female students) when participating in the learning process activities – teaching Islamic Religious Education and Ethics subjects. This research was carried out by a practice teacher as the author of this report. Researchers try to apply methods that are considered capable of overcoming problems in improving student learning outcomes. One of the teaching methods is to apply the Discussion method. This research is also intended to motivate students to love reading the Qur'an more. From the graph above, it can be seen that the learning activities of students using the implementation of the base learning project have increased. Where the excellent category increased by 0%, the good category increased by 74.17% and the bad category decreased by 74.17%.

The application of the group discussion method to PAI DBP learning in grade V of SDN 10 Tarung-Tarung Utara showed a significant improvement in student understanding. Based on the results of the study, the average score of student learning outcomes increased from 68 in the pre-action to 78 in the first cycle and 85 in the second cycle, with the percentage of students who achieved the Minimum Completeness Criteria of 75 increased from 45% in the pre-action to 85% in the second cycle. This shows that group discussions have a positive impact on students' understanding of the material being taught. Student activities during learning also show significant changes. In pre-action, only about 50% of students are actively involved in learning, either by answering teacher questions or asking questions about material that has not been understood. After the implementation of group discussions, student activity increased to 75% in the first cycle and 90% in the second cycle. These activities include discussions between group members, sharing opinions, and helping friends who have difficulty understanding the material.

The observation results showed that the classroom atmosphere became more interactive and conducive. Students who were initially passive and tended to be shy about speaking in front of the class became more confident in expressing their opinions. Group discussions provide space for students to practice speaking, think critically, and work together in completing assignments. Teachers also report that with the division of tasks in groups, students learn to take responsibility for their respective roles, so that the learning process becomes more organized. From the results of the motivation questionnaire, it can be seen that students' learning motivation has increased significantly. Before the implementation of the group discussion method, only about 60% of students felt motivated to study PAI DBP.

After the second cycle, the percentage increased to 85%, with students reporting that learning through group discussions made it easier for them to understand the material due to more personalized explanations from friends and teachers. Overall, the group discussion method has proven to be effective in improving student learning outcomes. In addition to having a positive impact on material comprehension, this method also improves students' engagement, motivation, and social skills. Thus, group discussions can be used as an effective alternative to create more meaningful and relevant learning for students in elementary schools, especially in the subject of PAI DBP.

## DISCUSSION

The application of the group discussion method in learning PAI DBP in grade V of SDN 10 Tarung-Tarung Utara made a significant contribution to improving students' understanding of the material taught. Group discussions, as one of the active learning methods, encourage students to interact, share understanding, and work together in solving the given problems. This method has been proven to be able to change the



dynamics of learning in the classroom, from the previous tendency to be passive to more interactive and collaborative.

The results of data analysis showed that the application of the group discussion method gradually improved student learning outcomes. In the pre-action stage, the average score of students only reached 68, and the percentage of students who met the Minimum Completeness Criteria (KKM) was 45%. After the implementation of the first cycle, the average score increased to 78, with a completion rate of 70%. In the second cycle, student learning outcomes are increasing, with an average score of 85 and a completion rate of 85%. This improvement shows the effectiveness of the group discussion method in helping students understand the PAI DBP material in depth. The main factor that supports the success of this method is the interaction between group members. Students are given the opportunity to discuss with each other, ask questions, and give explanations to their classmates. This not only improves individual understanding, but also creates a more supportive learning atmosphere. For example, students who have a better understanding are able to help their friends who are in difficulty, so that there is a mutual learning process. This approach is in accordance with the principle of collaborative learning, where students not only learn from teachers but also from their peers. Students' motivation to learn also increases along with the application of this method. Questionnaire data shows that in pre-action, only 60% of students feel motivated to take part in PAI DBP learning. However, after the implementation of the second cycle, students' learning motivation increased to 85%. Many students stated that group discussions made them feel more comfortable and confident in learning the material. In addition, a more active and dynamic learning atmosphere makes students feel more interested and involved in the teaching and learning process.

From the teacher's side, the group discussion method provides an advantage in facilitating learning that is more focused on the needs of students. The teacher no longer acts as the sole source of information, but rather as a facilitator who helps students find answers to questions that arise during discussions. Thus, students are more motivated to dig up information and understand the material independently, under the guidance of teachers. This is in line with modern learning goals that are oriented towards active and constructive learning. The observation results also show that the classroom atmosphere becomes more conducive to learning. Students looked more enthusiastic and active during the discussion. In group discussions, students are trained to listen to the opinions of others, provide relevant responses, and work together to achieve a common goal. These social skills are important to develop at primary school age, as they not only support academic learning, but also build students' character for the future. In addition, challenges that arise in the implementation of group discussions, such as unequal contributions between group members or lack of coordination, have been successfully overcome through teacher guidance.

Teachers ensure that each student contributes to the discussion and provides support to the group in difficulty. This strategy helps optimize the effectiveness of the group discussion method, so that each student can feel the benefits to the fullest. Theoretically, the results of this study support the theory of collaborative learning, which states that learning involving social interaction is able to improve students' understanding and skills. By sharing responsibility in learning, students not only understand the subject matter, but also develop critical thinking, communication, and cooperation skills. In the context of learning PAI DBP, this skill is important to form students who are not only intellectually intelligent, but also have a character that is in accordance with Islamic religious values. The increase in learning outcomes achieved also reflects the effectiveness of the group discussion method in overcoming learning problems that occurred before. This method helps students who have learning difficulties to get explanations from their peers, so that they can understand the material more easily. In addition, students who have a better understanding also benefit from explaining the material to their peers, which reinforces their own understanding. Based on these results and discussions, it can be

concluded that the group discussion method is an effective learning strategy to improve students' understanding of PAI DBP subjects. The application of this method not only improves learning outcomes, but also creates a learning atmosphere that is more meaningful and in accordance with the needs of students. With this approach, students are expected to be able to internalize religious values and ethics in their daily lives.

## CONCLUSION

Based on the results of the research, the application of the group discussion method in PAI DBP learning in grade V of SDN 10 Tarung-Tarung Utara has proven to be effective in improving students' understanding and learning outcomes. This can be seen from the increase in the average score of student learning outcomes from 68 in the pre-action to 78 in the first cycle and 85 in the second cycle. In addition, the percentage of students who achieved the Minimum Completeness Criteria (KKM) of 75 also increased from 45% in the pre-action to 85% in the second cycle. The group discussion method is able to create an interactive and collaborative learning atmosphere. Students are more active in discussing, asking questions, and giving opinions, so their understanding of the material increases significantly. In addition, this method also helps students to develop social skills, such as working together in groups, listening to other people's opinions, and conveying ideas systematically. This not only supports academic achievement, but also forms a better character of students. Students' learning motivation also increased significantly during the study. Group discussions provide opportunities for students to learn in a more comfortable and supportive atmosphere, so that they are more confident and enthusiastic in participating in learning. The data showed that students' learning motivation increased from 60% in pre-action to 85% in the second cycle, which shows the success of this method in increasing students' interest in learning PAI DBP. Thus, it can be concluded that the group discussion method is an effective learning approach to improve learning outcomes and student involvement in PAI DBP learning. Teachers are expected to adopt and develop this method to create more active, collaborative, and meaningful learning, so that students not only understand the material academically, but also be able to internalize religious values and ethics in daily life.

## REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>

- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan, Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.